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ABSTRACT

The long range goal of the Rhode Island Adult Education program is to encourage the establishment of programs to enable all adults sixteen years and older to continue their education through secondary school and to secure training to make them more employable, productive, and responsible citizens. The State Adult Education Staff Development Plan provides pre-service and in-service training for teachers and teacher aids. Priorities and objectives are outlined. A survey of adult learning needs indicates that in fiscal year 1973 two percent of the 308,215 undereducated adults in the State are presently being served by the public schools of Rhode Island. Available resources (facilities, personnel, fiscal, advisory councils) are analyzed. A set of thirteen specific objectives has been drawn up. An evaluation of program practices and needs assessment was performed in 1973 through separate surveys of directors, teachers, students, and dropouts; the surveys themselves and findings resulting from them are described in terms of implications for redirection of the Rhode Island Adult Basic Education program in 1974. A final section of the report covers procedures and forms for application to the State Board for grants and contracts. (MS)

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RHODE ISLAND STATE PLAN

for

ADULT BASIC EDUCATION

1973-1974

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RHODE ISLAND

DEPARTMENT OF EDUCATION

ADULT EDUCATION

LONG RANGE

AND

ANNUAL PROGRAM PLAN

1973 - 1974

BUREAU OF GRANTS AND REGULATIONS

SEPTEMBER, 1973

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1.0 Program Goals

1.1 a. Long Range

1.11 The Goal of the Rhode Island Department of Education Adult Education program, funded 90% by the Adult Education Act of 1970 (P.L. 91-230) as amended, is to expand the educational opportunity and encourage the establishment of programs of adult education that will enable all adults 16 years and older to continue their education to the level of completion of secondary school and make available to them the means to secure training that will enable them to become more employable, productive, and responsible citizens.

1.12 The Rhode Island Adult Education Staff Development Plan is designed to provide pre-service and in-service career training for teachers and teacher aides (associate professionals) who are or will be employed to conduct classes for adults eligible under P.L. 91-230, The Adult Education Act. This training will also be open to adult education personnel from the other New England States, as will programs in other states be open to adult education personnel of this state.
A major component of the plan is the establishing and/or expanding a cadre of committed higher education faculty capable of planning and executing a training program for teachers of adults, teacher aides, counselors and administrators throughout the region.

1.2 Instructional Priorities

1.21 1) The initial objective to which first priority will be given is to raise the educational level of those 30,230 persons in the state who have not completed five (5) years of schooling to an eight grade level.

1.22 2) The second priority is to raise the educational level of those 65,422 people who have not completed five (5) to seven (7) years education to an eight grade level.

1.23 3) Third priority is to raise the educational level of those 308,215 people who have not completed twelve (12) years of education to the completion of the High School or its equivalency.

1.24 Staff Development Priorities

A three credit graduate course "Adult Basic Education" will be offered at the University of Rhode Island (EDC 504), the Extension Division of the University of Rhode Island (EDC 504) and Rhode Island College (ED 433). This course will be a regular 3 credit course which will be offered each semester and during the summer session.

Three graduate courses will be offered at the University of Rhode Island for teachers in ABE programs who are working for a Master's Degree.

Titles of these courses are:

"The Adult and the Learning Process"
"Principles and Practices of Leadership Development for Adult Programs"
"Theory and Methods in Adult Education"

A series of in-Service workshops of approximately twenty (20) hours duration will be developed and offered at the

University of Rhode Island and Rhode Island College for the continuing improvement of the adult education teachers and administrators.

Non-credit workshops of one week duration will be conducted during the summer months at the University of Rhode Island and/or Rhode Island College for training of associate professionals.

1.3 Appropriate programs of instruction in Adult Basic Education shall be offered by local educational agencies, state agencies and private non-profit agencies in schools, community agencies buildings, and other facilities, to include both public and private, which are designed to achieve the following general objectives:

-To eliminate the inability of adults, in need of basic education, to read and write English.

-To raise the educational level of such adults substantially that they will be less likely to become dependent on others.

-To improve their ability to benefit from occupational training.

-To improve their ability to benefit from homemaker training.

-To increase their opportunities for more productive and profitable employment.

-To make them better able to meet their adult responsibilities.

-To keep records of progress of adults.

-To evaluate the progress of adults.

-To counsel and guide adults along the most desirable path to such basic educational goals of attainment as [illegible] grade level and attainment of completion of secondary sch[illegible].

1.4 The curriculum will be adult-organized in adult terms, taught in adult language, illustrated in adult situations and be important to adult life. The teaching will include the basic skills of speaking, reading, writing, and computation. The curriculum will emphasize teaching which will help students increase their capabilities as parents, workers, citizens and consumers. Opportunities will be provided to the students to explore other interests of adult importance by helping them to use their new reading abilities to learn more about American History, government, politics, current events.

2.0 Adult Learning Needs Survey

2.1 In Fiscal year 1973, of the 308,215 undereducated adults over the age of 16 (and not currently enrolled in school or college) in the State of Rhode Island, 2,335 were enrolled in Adult Basic Education (ABE) classes, 633 in the State funded and operated Americanization classes and 2,948 in the State/local funded and operated, High School Equivalency programs. Thus, a total of 5,916 adults or approximately 2% of those in need of adult education are presently being served by the public schools of Rhode Island.

2.11 Survey of Needs, Grades 0-4.

Population (identified by sex, age, ethnicity, and administrative agency) functioning at the fourth grade level or below.

Administrative agency: State of Rhode Island
specify by name (county, community college, LEA, etc.)

AGE	AMERICAN INDIAN		NEGRO/ BLACK		ORIENTAL		SPANISH-SURNAMED						OTHER INDIVIDUALS NOT INCLUDED ELSEWHERE		TOTAL
							PUERTO RICAN		[illegible]		OTHER				
(a)	Male (b)	Female (c)	Male (d)	Female (e)	Male (f)	Female (g)	Male (h)	Female (i)	Male (j)	Female (k)	Male (l)	Female (m)	[illegible]	[illegible]	(o)
1. 16-24			34	23							13	22	993	830	1,915
2. 25-34			74	21							19	19	1,348	1,223	2,704
3. 35-44			47	25							38	20	1,209	1,141	2,480
4. 45-54			23	39							7	16	1,327	1,268	2,680
5. 55-64			62	51							9	14	2,065	2,129	4,330
6. 65 plus			186	140							14	50	6,712	9,019	16,121
7. TOTAL			426	299							100	141	13,654	15,610	30,230

There are 30,230 persons over the age of 16 (and not currently enrolled in school) who have less than a fifth grade education. However, of this number 16,121 or 53.3% are over the age of 65 and 21,451 or 67.7% are over the age of 55. Since the experience of the last several years indicates that only 5% to 8% of the students recruited were over the age of 55 years, the practical target population is the 9,779 who are within the age group 16-54.

2.12 Survey of Needs, Grades 5-7.

Population (identified by sex, age, ethnicity, and administrative agency) functioning at the fifth through the seventh grade level.

Administrative agency: State of Rhode Island
specify by name (county, community college, LEA, etc.)

AGE	AMERICAN INDIAN		NEGRO/ BLACK		ORIENTAL		SPANISH-SURNAMED						OTHER INDIVIDUALS NOT INCLUDED IN COLS. (a) THROUGH (j)		TOTAL
							PUERTO RICAN		MEXICAN AMERICAN		OTHER				
(a)	Male (b)	Female (c)	Male (d)	Female (e)	Male (f)	Female (g)	Male (h)	Female (i)	Male (j)	Female (k)	Male (l)	Female (m)	Male (n)	Female (o)	(p)
1. 16-24			86	56							47	48	1,830	1,187	3,254
2. 25-34			70	85							30	62	2,625	1,674	4,546
3. 35-44			121	58							34	44	3,560	2,442	6,259
4. 44-54			144	183							36	8	5,171	4,641	10,183
5. 55-64			134	192							10	13	8,027	8,879	17,255
6. 65 plus			172	234							16	38	9,469	13,996	23,925
7. TOTAL			727	808							173	213	30,682	32,819	65,422

A similar situation exists in the less than 8th grade and this is broken down into 5-7 and 0-7 groups as follows:

In the 5-7 years of schooling completed category, there is a total of 65,422 people. Of this number 23,925 or 36.6% are over the age of 65 and 41,180 or 62.9% are over the age of 55. Thus there are 24,242 in the age group 16-54, who are the practical target population for recruitment.

The combined 0-7 years of schooling category has a total of 95,652 persons over the age of 16. Of this total 40,046 or 41.9% are over the age of 65 and 61,631 or 64.4% are over the age of 55. Since the experience of the last several years indicates that only 5-8% of the adults recruited were over the age of 55, the practical target population is the 34,022 [illegible] in the State with less than eight grade of education.

2.13 Survey of Needs, Grades 8-11.

Population (identified by sex, age, ethnicity, and administrative agency) functioning at the eighth through eleventh grade level or its equivalency.

Administrative agency: State of Rhode Island

specify by name (county, community college, LEA, etc.)

AGE	AMERICAN INDIAN		NEGRO/ BLACK		ORIENTAL		SPANISH-SURNAMED						OTHER INDIVIDUALS NOT INCLUDED IN OTHER CATEGORIES		TOTAL
							PUERTO RICAN		MEXICAN AMERICAN		OTHER				
(a)	Male (b)	Female (c)	Male (d)	Female (e)	Male (f)	Female (g)	Male (h)	Female (i)	Male (j)	Female (k)	Male (l)	Female (m)	Male (n)	Female (o)	(p)
1. 16-24			674	484							185	127	11,282	9,205	21,957
2. 25-34			681	711							195	147	12,658	12,987	27,379
3. 35-44			509	645							119	133	17,505	17,281	36,192
4. 41-54			553	596							78	56	22,906	24,651	48,840
5. 55-64			246	275							25	35	18,037	21,085	39,703
6. 65 plus			245	420							21	13	14,738	23,055	38,492
7. TOTAL			2,908	3,131							623	511	97,126	108,264	212,563

The combined 0-11 years of schooling category has a total of 308,215 adults over the age of 16. Of this total 78,538 are over the age of 65 and 179,872 or 58% are age 55 and over. Thus, the realistic target population is 128,343 people in the State of Rhode Island with less than a high school education. Again based on the experience factor of the last several years, that only 5-8% of the students recruited will be 55 years of age or over.

2.14 Foreign Born, (non-English speaking) R.I. 1970 Census

Italy	14,241				
Portugal	11,927	Brazil	390)		
				- Portuguese Speaking	
Poland	2,874	Azores	2,665)	14,972	
Germany	2,414				
Canada	11,773				

Spanish Speaking

Spain	138	Trinidad	21		
Mexico	145	Other West Indies	77		
Guatamala	21	Columbia	424		
Honduras	8	Venezuela	21		
El Salvador	18	Ecuador	18		
Costa Rica	17	Peru	38		
Panama	19	Bolivia	30		
Cuba	358	Uruguay	93		
Jamaica	39	Argentina	63		
Dominican Republic	71	Other South American	94		
				1,713	- Spanish Speaking

Puerto Rico (Table 140, Place of Birth)

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2.2 Staff Development Needs

2.21 Due to the turnover of teachers and the projected expansion of programs during FY 74, there is a need for continuous pre-service and in-service training for ABE staff personnel. During FY 1973, of the 156 staff members employed in the ABE program, 79 participated in staff development in-service training activities. All 156 have had a minimum of 36 hours pre-service training. It is anticipated that 60 new staff members will be trained during FY 74.

2.22 An evaluation conducted by the Curriculum Research and Development Center, University of Rhode Island in 1972 concluded that:

1. Teacher training, both pre-service and in-service requires additional emphasis on teaching of reading skills both to native born and foreign born disadvantaged.
2. Pre-service and in-service training for teacher aides is needed in order to efficiently utilize them in a multi-level classroom and in order to permit the individualizing of instruction to ethnic and racial minority background undereducated adults.
3. Guidance counselors need training in relating to adults and meeting the special need of racial and ethnic minorities.
4. Administrators and teachers of adult programs need training in recruiting students, administrative

record keeping, public relations and retention of adult students.

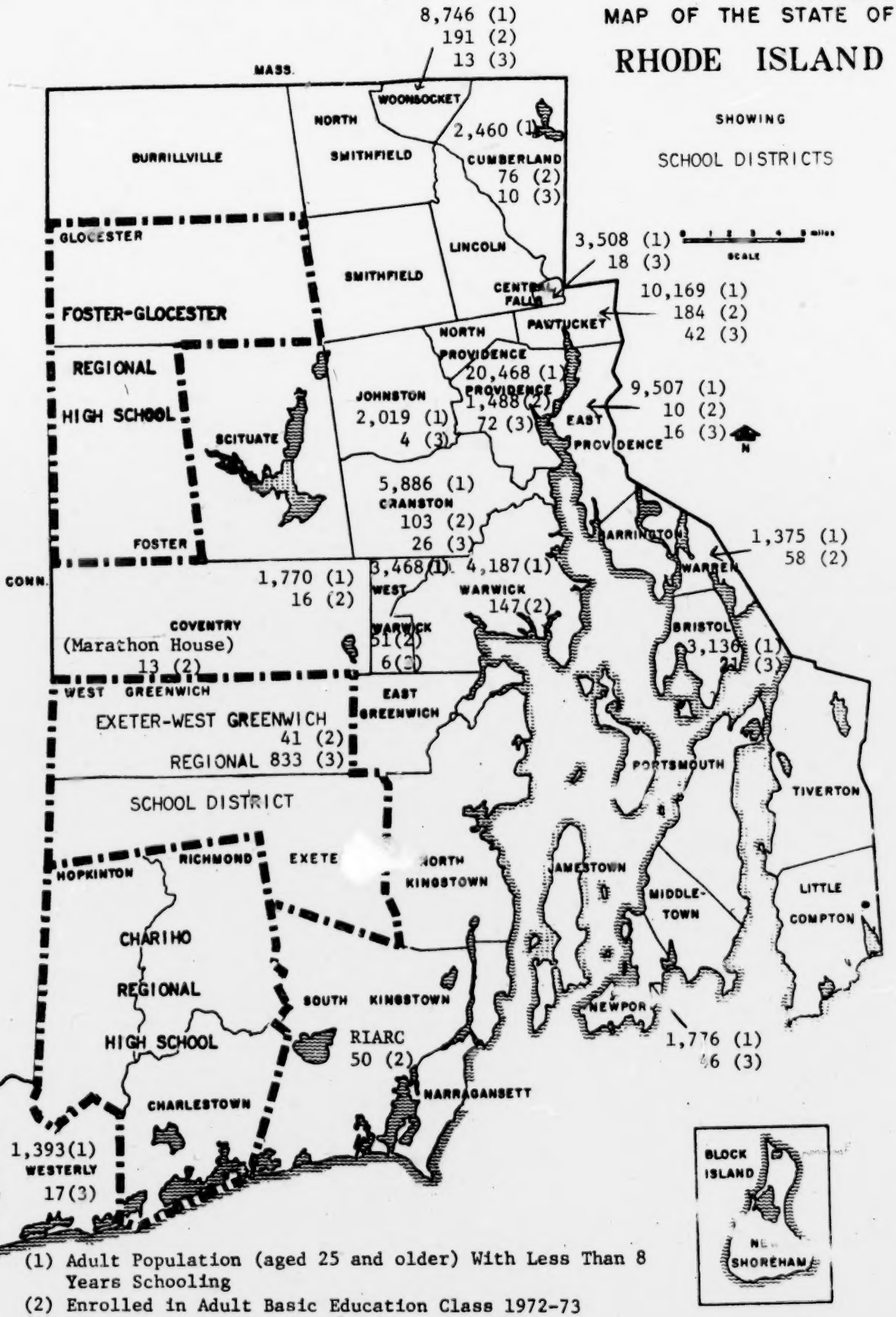
5. Curriculum specialists are needed to assist teachers in preparing relevant programs for adults that will utilize all types of technological equipment and programmed instruction that will meet the needs of the undereducated adults.

Section No. 2.3
Rhode Island

MAP OF THE STATE OF RHODE ISLAND

SHOWING

SCHOOL DISTRICTS



(1) Adult Population (aged 25 and older) With Less Than 8 Years Schooling
(2) Enrolled in Adult Basic Education Class 1972-73
(3) Enrolled in Americanization Class, May 1973

ADULT POPULATION (AGED 25 AND OLDER) IN RHODE ISLAND
WITH LESS THAN 12 YEARS SCHOOLING 1970

SCHOOL DISTRICT	TOTAL POPULATION (25 and older)	YEARS OF SCHOOLING							MEDIAN SCHOOL YEARS COMPLETED
		0 - 4 years	5 - 7 years	Less Than 8 Years		8 - 11 years	Less Than 12 Years		
				Total	Pct.		Total	Pct.	
Barrington	9,254	154	414	568	6.1	1,768	2,336	25.2	12.8
Bristol	9,830	1,656	1,480	3,136	31.9	2,968	6,104	62.1	10.0
Burrillville	5,643	176	1,059	1,235	21.9	2,508	3,743	66.3	9.7
Central Falls	10,894	1,178	2,330	3,508	32.2	4,888	8,396	77.1	9.0
Charlestown	1,585	47	108	155	9.8	618	773	48.8	12.0
Coventry	11,930	358	1,412	1,770	18.8	4,512	6,282	52.7	11.7
*Cranston	44,285	2,020	3,866	5,886	13.3	15,516	21,402	48.3	12.1
Cumberland	14,462	829	1,631	2,460	17.0	5,036	9,496	65.7	11.
East Greenwich	5,003	73	235	308	6.2	1,221	1,529	30.6	12.6
East Providence	27,772	2,010	2,772	4,782	17.2	9,507	14,289	51.[illegible]	[illegible].8
* Exeter	1,701	504	184	688	40.5	432	1,120	[illegible].8	9.1
Foster	1,459	17	129	146	10.0	475	621	42.6	12.2
Glocester	2,842	51	259	310	10.9	1,079	1,389	48.9	12.0
Hopkinton	2,818	79	219	298	10.6	1,209	1,507	53.5	11.6
Jamestown	1,657	54	198	252	15.3	544	796	48.1	12.1
Johnston	12,319	542	1,477	2,019	16.4	5,545	7,564	61.4	10.9
Lincoln	9,364	335	1,212	1,547	16.5	3,333	4,880	52.0	11.7
Little Compton	1,333	33	183	216	16.2	343	559	41.9	12.2
Middletown	11,079	252	515	767	6.9	3,082	3,849	34.7	12.4
Narragansett	3,515	31	214	245	7.0	898	1,143	32.5	12.6
Newport	16,332	453	1,323	1,776	10.9	4,995	6,771	41.5	12.3
New Shoreham	356	----	22	22	6.2	153	175	49.2	12.0
North Kingstown	12,375	303	584	887	7.2	3,433	4,320	34.9	12.4
North Providence	14,135	577	1,468	2,045	14.5	5,485	7,530	53.3	11.6
North Smithfield	5,490	166	844	1,010	18.4	1,977	2,987	54.4	11.4
Pawtucket	45,846	3,050	7,119	10,169	22.2	18,327	28,496	57.8	[illegible]
Portsmouth	6,409	166	557	723	11.3	1,943	2,666	41.6	12.2
Providence	104,229	7,085	13,383	20,468	19.6	41,454	61,922	59.4	10.9
Richmond	1,342	16	125	141	[illegible].5	588	729	54.3	11.5
Scituate	4,287	130	364	494	11.5	1,523	2,017	44.5	12.1
Smithfield	7,219	176	628	804	11.1	2,713	3,517	48.7	12.0
South Kingstown	6,884	161	527	688	[illegible].0	2,064	2,752	39.8	12.4
Tiverton	7,116	421	1,225	1,646	23.1	2,615	4,261	59.9	10.7
Warren	5,963	538	837	1,375	23.1	2,089	3,464	58.1	10.7
Warwick	46,615	882	3,305	4,187	9.0	16,409	20,596	44.2	12.2
Westerly	9,621	611	782	1,393	14.5	3,550	4,943	51.4	11.8
West Greenwich	1,006	48	97	145	14.4	454	599	59.5	11.0
West Warwick	13,428	1,136	2,332	3,468	25.8	4,974	8,442	62.9	10.4
Woonsocket	26,684	1,997	6,749	8,746	32.8	10,378	19,124	71.7	9.2
*Exeter-West Greenwich	2,707	552	281	833	30.8	886	1,719	63.5	9.8
Chariho	5,745	142	452	994	17.3	2,415	3,409	59.3	11.7
Foster-Glocester	4,301	68	388	456	10.6	1,554	2,010	46.7	12.1
State Totals	524,082	28,315	62,168	90,483	[illegible].[illegible]	190,606	281,089	53.6	11.5
New England					12.8			43.4	12.1
United States					14.4			44.9	12.2

* Includes State Institutions

Compiled by the Adult Education Unit, R.I. Department of Education, September 1972
Source: U.S. Department of Census Pub. PC (1-41) - General Social and Economi[illegible]cteristics (Rhode Island)
1970 Census of Population - March 1972

Percentages of need for ABE by School Districts

	Less Than 8th Grade	Proportion of State People Less Than 8th Grade	Less Than 12th Grade	Proportion of State Populatio Less Than 12th Grade
State Total	90,483		281,089	
Barrington	568	.006	2,336	.008
Bristol	3,136	.034	6,104	.022
Burriville	1,235	.013	3,743	.013
Central Falls	3,508	.038	8,396	.030
Charlestown	155	.002	773	.003
Coventry	1,770	.019	6,282	.022
Cranston	5,886	.066	21,402	.076
Cumberland	2,460	.027	9.496	.033
East Greenwich	308	.003	1,529	.005
East Providence	4,782	.052	14,289	.050
Exeter	688	.007	1,120	.004
Foster	146	.001	621	[illegible]
Glocester	310	.003	1,389	.005
Hopkinton	298	.003	1,507	.006
Jamestown	252	.002	796	.003
Johnston	2,019	.022	7,564	.027
Lincoln	1,547	.017	4,880	.017
Little Compton	216	.002	559	.002
Middletown	767	.008	3,849	.014
Narragansett	245	.002	1,143	.004
Newport	1,776	.019	6,771	.024
New Shorham	22	.0002	175	.0006
North Kingstown	887	.009	4,320	.015
North Providence	2,045	.022	7,530	.027
North Smithfield	1,010	.011	2,987	.011
Pawtucket	10,169	.112	28,496	.101
Portsmouth	723	.007	2,666	.009
Providence	20,468	.226	61,922	.220
Richmond	141	.001	729	.003
Scituate	494	.005	2,017	.007
Smithfield	804	.008	3,517	.012
South Kingstown	688	.007	2,752	.009
Tiverton	1,646	.018	4,261	.015
Warren	1,375	.015	3.464	.012
Warwick	4,187	.046	20,596	.073
Westerly	1,393	.015	4,943	.017
West Greenwich	145	.001	599	.002
West Warwick	3,468	.038	8,442	.030
Woonsocket	8,746	.096	19,124	.068
Exeter-West Greenwich	833	.009	1,719	.006
Chariho	994	.010	3,409	.012
Foster-Glocester	456	.005	2,010	.007

3.0 Analysis of Available Resources

3.1 **Facilities within the Administrative Agency.**

(a) Facilities	(b) Presently Utilized	(c) Expressed an Interest in Conducting Program	(d) Facilities Needed in Addition to (b) and (c)	(e) Total (c+d)
SCHOOL BUILDING:				
1. a. Elementary/Junior	15	15	5	20
b. Secondary	92	92	5	97
c. College/Junior College/ Technical Institute	0			
2. Learning Center	12	12	3	15
3. Correctional Institution	1	1	2	3
4. Hospital	4	4	-	4
5. Work Site	74	74	-	74
6. Non-profit Organization	2	2	2	4
7. Other (Specify) Libraries, Housing Projects, etc.	187	187	3	190
8. Total	387	387	20	407

3.2 Personnel Resources within the Administrative Agency.

(a) Personnel	(b) PRESENT POSITIONS		(c) POSITIONS NEEDED		(d) TOTAL POSITIONS (b+c)	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
1. Adult Education Administrators	5	8	5	5	10	13
2. Adult Education Teachers		88	10	10	10	98
3. Adult Education Counselors		5		12		17
4. Paraprofessionals		51		40		91
5. Volunteers						
6. Others (Professional URI & RIC)	2				2	-
7. Total	7	152	15	67	22	219

3.21 Selection of Teachers

Teachers selected for these programs shall be those who are trained and experienced in teaching reading or the improvement of reading and the fundamental skills in arithmetic. For day classes, retired teachers and teachers who, due to family commitments, are not presently employed as teachers will be recruited.

Each class for illiterate and undereducated adults must be taught by a person holding a valid Rhode Island teaching certificate and who has completed a minimum of one 3 hour graduate course in adult education.

Teachers will be given pre-service and in-service training to accommodate their service to adults, to the curriculum, and to adult teaching materials. Pre-service courses in the techniques of teaching adults will be conducted by colleges and universities under a contract basis with the Rhode Island Department of Education. Such contracts will be made under the Staff Development Project for Adult Education.

3.3 Fiscal Resources

The following percentage of the total program resources will be directed to the following major areas.

Funding BY SOURCE (line 5 should equal line 10 in section A.9)	Total (1)	%	Administration (2)	%	Special Projects (3)	%	Teacher Training (4)	%	Research or Demonstration (5)	%	Programs of Instruction (6)	%
1. Federal Funds / ult Education Act	$401,396	100	$ 26,784	7	$ 24,975	6	$ 23,400	6	$		$ 326,237	81
2. cate Funds	10,331	100	2,976	29	2,755	27	2,600	25			2,000	19
3. Local Funds	34,248	100									34,248	
4. Other Funds		100										
5. Total Expenditures - All Sources	$445,995	100	$ 29,760	7	$ 27,750	6	$ 26,000	6	$		$ 362,485	81

3.4 State and Local Advisory Councils

3.41 The administrator of this program will continue to seek the advice and counsel of several advisory groups with responsibility and functions related to the administration of the Adult Education programs such as:

The Adult Education Staff Development Advisory Committee
The Task Force on Continuing and Adult Education
State Advisory Council for Vocational and Technical Education
University of Rhode Island Curriculum Research and Development Center
Local Advisory Councils

3.42 During fiscal year 1974, a plan for the formulation of a State Advisory Council for Adult Education will be prepared. Such council will include a comprehensive cross section of the community

3.43 Local educational agencies are encouraged to form and utilize similar advisory councils.

COOPERATIVE AGREEMENT

BETWEEN

THE RHODE ISLAND DEPARTMENT OF EDUCATION

AND

THE RHODE ISLAND DEPARTMENT OF HEALTH

The Adult Education Act of 1970 (Title III, PL 91-230) has as its main purpose the operation of an adult basic education program for individuals over 16 years of age whose lack of basic education skills constitutes a substantial impairment of their ability to adapt to and function successfully within contemporary society. An essential prerequisite to such an educational program is the provision of health services and information to the extent that eligible persons may benefit from the instruction provided under the State Plan for Adult Education. To insure the provision of health information and services for adults, the Rhode Island State Departments of Health and Education do hereby provide for the following cooperative arrangements to be carried on in the execution of the Rhode Island State Plan for Adult Education.

PROVISIONS FOR COOPERATIVE SERVICES

1. The State Department of Health shall:

a. Provide or arrange for the provision of health information and services, without cost, to adults in need of basic education to the extent that such information and services are available and may be reasonably necessary to enable such persons to benefit from the instruction provided by adult basic education programs under the State Plan. The services which are now available to these adults include the services provided by the following divisions which are now available to the general public.

Division of Child Health
Division of Chronic Diseases
Division of Dental Public Health
Division of Drug Control
Division of Epidemiology
Division of Food Protection and Sanitation
Division of Health Education

Division of Laboratories
Public Health Nursing
Public Health Nutrition

b. Indicate the locations throughout the State where such services and information will be available, and the general procedure by which a person can avail himself of such services.

c. Seek the assistance of its field personnel and all others working in the health field in referring adults in need of basic education for appropriate training in available Adult Education Programs.

d. Provide medical advice to state and local educational agencies in connection with providing Adult Education for persons with special health handicaps.

2. The State Department of Education and local educational agencies shall:

a. Refer eligible persons for health services provided under the cooperative arrangement.

b. Make available through their Adult Education Programs health information provided by the State Department of Health.

c. Assist the State Department of Health in putting such information in such a form that it can be used in connection with Adult Basic Education Programs of instruction.

3. The State Departments of Health and Education will consider adults eligible for participation in the Adult Education Program to include all adults in need of basic education who are enrolled in such programs, or who, but for health problems, might be enrolled in such a program.

4. The State Departments of Health and Education will provide for cooperative arrangements and activities between local units of the State health agency and local school districts that are conducting Adult Education Programs under the Rhode Island State Plan in order to achieve the specific provisions detailed above.

5. The State Departments of Health and Education will assist each other to the maximum extent possible for mutually promoting the objectives of the Adult Education Act of 1970. Written working agreements will be developed between the State Departments of Health and Education to assign more specific responsibilities, when and if needed, in carrying out the cooperative activities listed above. This Cooperative Agreement is intended to formalize and recognize existing, effective and harmonious working relationships between the Rhode Island Department of Education and the Rhode Island Department of Health. Further, the agreement is intended to meet the specific requirements of Section 306, of Public Law 91-230, the Adult Education Act of 1970.

For the Rhode Island Department of Education

Fred Burke

Fred G Burke

Commissioner of Education

For the Rhode Island Department of Health

Joseph E. Cannon, M.D.

Joseph E. Cannon

Director of Health

Date: 10/18/73 (Effective Date)

4.0 Program Priorities and Allocation of Resources

4.1 Fiscal Resources in Relation to the Three Instructional Priorities

Instructional Priority	Percentage
Level one: Grades K-4	
Level two: Grades 5-8	
Level three: Grades 9-12	

Projected

4.2 Expenditures for Administration of State Plan and Project Activities, by Line Item.

This line-item budget is provided to assist the State Director in identifying costs in relation to major categories.

EXPENDITURE BY LINE ITEM line 10 should equal line 5 section 3.3	TOTAL (1)	I. STATE ADMINISTRATION (2)	SPECIAL PROJECTS (3)	TEACHER TRAINING (4)	RESEARCH & DEMONSTRATION (5)	PROGRAM OPERATION 6
1. PERSONAL SERVICES	$ 294,873	$ 25,760	$	$	$	$ 269,113
A. PROFESSIONAL	211,113	17,000				194,113
B. NONPROFESSIONAL	66,000	6,000				60,000
C. EMPLOYEE BENEFITS	17,760	2,760				15,000
D. CONSULTANTS						
2. CONFERENCES AND WORKSHOPS						
3. TRAVEL	5,000	1,000				4,000
4. EQUIPMENT	10,000					10,000
5. RENTAL OF SPACE	5,000					5,000
6. INSTRUCTIONAL Materials	16,000	1,000				15,000
7. PRINTING, COMMUNICATIONS, AND EXPENDABLE SUPPLIES	7,000	2,000				5,000
8. OTHER EXPENDITURES (Specify)						
Spec. 309 Proj. &Eval.	53,750		27,750	26,000		
9. INDIRECT COST	54,372					54,372
10. TOTAL	$ 445,995	$ 29,760	$ 27,750	$ 26,000	$	$ 362,485

4.3 Allowable Expenditures

Funds under the Act may be applied to expenditures in categories such as the following:

1. Salaries, wages and other personnel service costs of permanent and temporary staff employees, members of advisory groups and consultants for the performance of services reasonably related to programs, services, and activities under the Adult Education proposal including the costs of regular contributions of employers and employees to retirement, workmen's compensation, and other welfare funds.
2. Fees, tuition charges, or other payments for the education or training of employees, while attending courses, workshops, conferences, or seminars, approved in advance by the State Department of Education for the benefit of programs, services, and activities under the State Plan.
3. Travel and transportation expenses to the extent necessary for and attributable to programs, services, and activities under the State Plan, and in accordance with State laws and regulations, but in no case in excess of the cost of transportation by common carrier, or in excess of reasonable rates established by the State for transportation by official or private conveyance.
4. Acquisition, maintenance (including insurance) and repair of equipment, supplies, teaching aids, and other materials.
5. Production and acquisition of printed and published materials,

including records, filing, tapes, and other media material.

6. Communications, utilities, and custodial services.

7. Minor remodeling and alterations in previously completed building space to the extent that such costs are not included in rental; and

8. Rental of space (including the cost of utilities and janitorial services) in privately or publicly owned buildings if:

   (i) the expenditure for the space are necessary, reasonable, and properly related to the efficient administration of the program;

   (ii) the State agency or other participating agency will receive the benefits of the expenditures during the period of occupancy commensurate with such expenditures;

   (iii) the amounts paid by the State agency or other participating agency are not in excess of comparable rental in a particular locality;

   (iv) expenditures represent a current cost to the State agency or other participating agency; and

   (v) in publicly owned buildings like charges are made to other agencies occupying similar space for similar purposes.

SUMMARY OF FISCAL PROCEDURES AND REQUIREMENTS
ADULT BASIC EDUCATION

1. A separate commercial bank account for each project under Public Law 91-230, Title III, Adult Education Act shall be established by the local treasurer or authorized official.

   The Fiscal Unit - Bureau of Federal and State Grant Programs, Department of Education, shall be notified as to chosen depository with name and account number.

2. Purchasing procedures and fiscal practices shall be observed the same as for other school or agency operational expenditures.

3. Reports to be submitted at the close of each reporting period in a prescribed form shall be signed by local treasurer or local municipal auditor or authorized official, and the superintendent of schools or agency director.

4. Expenditures shall be approved by applicant agency as evidenced by descriptive and detailed purchase requisitions and purchase orders or approved vendors' invoice.

5. Vendors' invoices, purchase orders, requisitions, canceled checks, bank statements, etc., shall be kept on file in a manner for convenient inspection and audit.

6. Monies shall be controlled on a separate fund basis by project and not commingled with other local, state, or federal funds.

7. Records of receipts and expenditures shall be maintained by applicant agency and shall be reconciled monthly with the cash balance of the local treasurer or authorized official.

8. The applicant agency records shall be retained in accordance with federal and state regulations.

9. Advances of revenue to local educational agencies and expenditures of funds under these amendments will be reported on State Form 31.

4.5 Tuition and Fees

Adults enrolled in an adult basic education program conducted under this plan may not be charged tuition, fees, or any other charges; or be required to purchase any books or any other materials.

4.6 Inventories

The State Department of Education and other participating agencies shall maintain inventories of items of equipment acquired by it with funds under the Adult Education Act, and costing more than $200 per unit. These inventories shall be maintained at least until depreciation of such equipment results in a fair market value of less than $50 per unit unless such property is properly disposed of prior to such depreciation.

5.0 Specific Objectives

1. To review project applications to assure compliance with paragraphs 166.12 and 166.13 of the federal regulations and state guidelines. (see Section 7.13 for criteria).
2. To provide 50 on site visitations by state agency staff for technical assistance and evaluation.
3. To provide 12 pre-service and in-service training activities.
4. To formulate a state advisory council which will meet at least 4 times a year.
5. To increase enrollment by 10% minimum.
6. To add at least 4 new programs during the program year.
7. To complete required reports by the deadline date.
8. To expend 100% of the federal allocation.
9. To increase ESL enrollment by 10%.
10. Develop with 3 communities the capability for local evaluation of program accomplishment.
11. Develop a combined ETV/Local Adult Learning Center pilot program that will utilize the prepared "Your Future is Now" and individual and group instruction to assist Priority III students to prepare for the High School Equivalency examination.
12. To develop an adult basic education pilot program for deaf adults.
13. To develop a pilot program of ABE for retarded adults.

6.0 Evaluation

6.1 During Fiscal 73, the Curriculum Research and Development Center was contracted to perform an evaluation of the program practices and a needs assessment of R.I.'s Adult Basic Education programs. The data was collected by a series of Center-developed surveys. These surveys were:

- A Directors Survey;
- A Teachers Survey;
- A Students Survey;
- A Dropouts Survey.

All surveys were developed to assess individual perceptions of ABE, and characteristics of program operations. The results reported herein are considered in separate sections -- Input (the people in the program), Throughput (what the program does to the student) and Output (the change that the student has undergone).

Input

The study noted several characteristics of ABE enrollees. These are:

- the majority of ABE students are young (age 16-34) and enter ABE with hopes of getting a better education and working toward high school equivalency;
- ESL classes dominate the course offerings in most programs indicating that ABE is catering to the non-english speaking adult;
- most students realize that to complete ABE requirements they will have to remain in the program for at least one year.

In surveying the recruitment practices of the local programs and comparing them to how students indicated they were recruited the study showed that:

- the majority of students were recruited by all involved in ABE (teachers, staff, or students).
- local agencies are used by individual programs for different services and to different degrees;
- non-public agencies and groups such as churches, families, friends and employers played the largest role in the recruitment/referral process;
- there is much duplication of publicity between local programs;
- Director Surveys indicate that the recruitment processes have been modified in only a few programs during the last year.

Throughput

Characteristics of the R.I. ABE programs include:

- low student-teacher ratio with teacher aides used extensively to facilitate individualized instruction;
- the lack of adequate or non-existence of counseling services in some programs.
- recruiters are used only in two programs (no significant difference in recruitment was noted in these programs).
- the majority of teachers have been teaching ABE for more than three years;

- most teachers learned of ABE by means of the ABE workshop sponsored by the State Department of Education;
- teachers state that they remain in ABE because they enjoy the change of pace from teaching kids and they feel ABE teaching is self-fulfilling.

It was also found that:

- of seven opportunities on which local directors and teachers could meet at a state-held function not one had close to 100% attendance by directors or teachers;
- students were more motivated toward increasing their knowledge or getting a high school diploma as opposed to finding skills to get a job or advance in employment;
- there was much disagreement between directors and teachers as to teachers' inservice training needs -- teachers tended to indicate training needs in more areas than directors thought they needed.

Another very important aspect of the Throughput process is a system of directing student's energies or setting feasible goals. This year's study found that some programs offer counseling services by a counselor, others depend on the director or teachers for this

service. There is an indication that these services are not considered as important as they should be. Results in the study found that:

- many students who cannot read, write, speak or comprehend English have college as a goal after spending two or three years in ABE;
- many students who are in ABE have no ideas as to what they want to do or will do once they leave ABE;
- the majority of teachers teach elementary or secondary school during the day and often more than one subject in ABE during the evening. This load may make it difficult if not impossible to find time to counsel students.

Academics and cognitive growth have not been considered as part of this evaluation. Hopefully, evaluation of achievement in specific cognitive area objectives will be required of each program. A workshop on cognitive evaluation was held in May 1973 to help movement in this direction.

Output

Program output was considered in terms of staff development, student success and student failure. The staff surveys recorded several areas of need in which programs could use improvement or development.

The findings noted that:

- ABE directors felt they could use assistance in terms of curriculum development and inter-program communication. Their suggested solutions to problems often looked to state intervention or funding as an answer instead of the utilization of community and program resources;
- many teachers desire training in the knowledge/use of hard and soft materials, teaching disadvantaged people, using community resources and individualizing instruction;
- the areas cited most often as problems were the non-availability of materials, community support, material procurement, salary, student motivation and non-availability of A.V. equipment;
- the area most disliked by students was the furniture in the classrooms;
- the areas to which most students had no opinion or no response, possibly indicating the non-existence of such services or positions, are guidance counselor and field trips;

- dropouts most often stated they were dis-
  pleased with the diagnostic/placement
  procedures, not having enough class time
  and not getting enough individual attention
  in the classroom.

No significantly different characteristics were found between students who had dropped out and students who continued in the program. The goals and aspirations of dropouts were similar to those of the ABE students. Dropouts, however, withdrew before one semester was over. More often than not they remained for only two or three weeks. The most common responses given as a reason for withdrawing from ABE were:

- they did not have interest to attend
  classes as a result of being tired,
  bored or not motivated strongly
  enough;
- they had personal reasons such as sickness,
  family matters or undiscussed problems with
  the program.

Most dropouts noted a desire to come back to ABE at some time but many more stated that they did not wish to go any further with their schooling. Those not wishing to continue in school indicated a desire to pursue vocational training.

The long-range goals of ABE students changed while in the program. In several cases students indicated an extended commitment to furthering their education when compared with the

original reason for enrolling. But, other students appear to become less certain and indicated no post-ABE goals.

6.2 Implication of Evaluation for Program Redirection in FY 1974

6.21 During the course of this year's evaluation, the evaluator surveyed the administration/management of all Rhode Island ABE programs. Although many recommendations are implicit in the previous text of this report, there are several which warrant repeating and additional points which should be addressed.

- All programs can benefit from each other in terms of recruitment practices and publicity devices. Locals sharing in publicity costs could facilitate economizing and reaching a larger segment of the target population.
- There could be more utilization of local resources. Possibly the state could become involved by offering training in this area.
- Local programs need to specify their program objectives. This will aid in self-evaluation and program assessment.
- Careful entry diagnosis of the student will aid in the placement of students in appropriate instructional levels.
- Intensified follow-up procedures may reduce the dropout rate, strengthen

retention or increase enrollment.

- Teacher training should be updated on a regular basis. Inservice/pre-service training could be alternated each year or semester to fulfill the needs of ABE personnel. Training could be handled on a community basis, focusing on the local needs of directors, teachers and students or on a state-wide basis with a more general focus of ABE personnel needs.
- The strength of ABE instruction probably lies in the hands of the individual teachers. Holding teachers accountable in terms of student progress and student retention could be an indicator of teacher training needs and/or whether weak teachers should be replaced.
- The assessment of change in a student who has completed ABE is more difficult and not as reliable as the assessment of matriculating students. The reason for this is the after-the-fact nature of data collection. Little can be inferred as to comparisons of program practices and program improvements over the years for this reason. It is important, therefore, that we consider next year's evaluation

as a starting point and speak of "from this point on" in terms of program effectiveness.

- Directors complain of the lack of a structured communications network among the ABE programs. However, when offered the opportunity to meet and discuss ABE programs, innovations, and common problems, not all directors participate. Perhaps representative attendance at specific meetings could be included as a requisite to funding of the local program.

6.22 With the goal of redirecting the Rhode Island Adult Basic Education program in Fiscal Year 1974 to correct the deficiencies and to improve the strengths as disclosed by the 1973 Evaluation, the following specific actions will be taken:

1. A one-day workshop briefing will be given on October 16, 1973 at the University of Rhode Island for all local program directors and local federal program coordinators. The objectives of this workshop will be first, to brief all participants on the 1973 Evaluation Report and second, to study in detail the State Program Plan for 1974 with particular empahsis on the objectives listed in Section 5.0.

2. A full time Professor of Adult Education will be employed at the University of Rhode Island and Rhode Island College. One-half the cost of these positions will be funded by the State Department of Education using available funds of the Region I Adult Education Staff Development Projects. These two professors will have the following duties:
   - Advise graduate students in the Adult Education Master's Program.
   - Teach graduate courses that relate to adult education.
   - Conduct in-service training sessions in adult basic education for teachers, administrators, para-professionals, and counselors.
   - Develop and implement courses in adult basic education.
3. A two day workshop will be conducted on November 5-6 at the University of Rhode Island Conference Center, the W. Alton Jones Campus of the University of Rhode Island, for local program directors, local federal program coordinators, and other selected personnel. This workshop of approximately 15 hours, will have as its purpose the development of the FY 75 program using the operational

planning system technique. Also to be included will be reports from the local agency program directors as to the progress being made on the implementation of the objectives.

6.3 Evaluation FY 74

An evaluation design will be prepared and a contract awarded to the Curriculum Research and Development Center, University of Rhode Island by October 15, 1973, for the evaluation of the FY 74 program based on the objectives listed in Section 5.0 .

7.0 Application Procedures

7.1 Applications to the State Board for grants and contracts under the Adult Education Act will describe the nature, duration, purpose, objectives and plan of the project, the use to be made of the results in regular or pilot programs of adult education, the qualifications of the personnel staff who will be responsible for the program or project, a justification of the amount of grant or contract funds requested, the portion of the cost to be borne by the applicant, and such other pertinent information as the State Board may require.

7.11 Submittal of Applications

Applications shall be submitted consistent with the standard application procedures for funding to the Bureau of Grants Regulations by individuals authorized to act for the applicant. (See Section 7.2)

7.12 Review of Applications

Applications for grants or contracts undet the Act will be reviewed by professional staff of the Burear of Technical Assistance and the Bureau of Grants and Regulations. After review by these professional staff members, the application is referred to the Division of Development and Operations Review Committee and then forwarded to the Commissioner for his approval.

7.13 Criteria for Funding Programs.

Applications will be reviewed in terms of such pertinent factors as:

1. Whether and to what extent a program will serve adults in those geographic areas of the State which have high con-

centrations of adults in need of basic education.

2. Whether and to what extent a program will serve adults with the greatest basic education deficiencies which are impairing their ability to obtain employment and become more productive and responsible citizens.
3. Whether and to what extent a program has been planned and/or will be conducted in cooperation with Community Action programs, Work Experience programs (WIN), VISTA, Work-Study programs, Manpower Development and Training programs, Vocational and Career Education programs, Model Cities and other programs relating to the anti-poverty effort.
4. Whether and to what extent a program will provide health information and services to the extent available through cooperative arrangements with State health authorities.
5. Whether and to what extent a program will provide for the use of personnel in college work-study programs, VISTA, and other anti-poverty programs.
6. Whether and to what extent a program incorporates the results of research or techniques which have been proven effective.
7. Whether and to what extent a program incorporates innovative or imaginative instructional methods; and
8. Whether and to what extent consideration is given to the findings and recommendations of recent independent evaluation reports available to and/or sponsored by the State agency.

9. Whether and to what extent the program will provide for effective recruitment and retention of adults.

10. Whether and to what extent the program will provide for effective administration and supervision to assure efficient and economical operation in providing an adequate learning environment.

RHODE ISLAND DEPARTMENT OF EDUCATION

Project Proposal for Adult Education
under the Provisions of
P.L. 91-230, The Adult Education Act

LEA or Agency _____

Superintendent or
Agency Director _____ Address
Street:
City/Town:
Zip Code:

Contact Person _____ Address
Street:
City/Town:
Zip Code:
Telephone:

Project Duration from _____ to _____
day/month/year day/month/year

Amount Requested: _____ Amount Approved: _____

Date of Application: _____

_____
NAME OF APPLICANT AGENCY

ADULT EDUCATION PROGRAM

The applicant hereby assures the Board of Regents for Education of the following:

1. All programs, services, and activities covered by this application will be operated in accordance with State and Federal laws for adult education.

2. The agency will make an annual financial and statistical report and such other reports as may be reasonably required by the State.

3. Federal and/or State funds will not be commingled with local funds so as to lose their identity as funds from Federal and/or State sources.

4. In accordance with Title VI of the Civil Rights Act of 1964, and the regulations issued thereunder by the U.S. Department of Health, Education, and Welfare, no individual shall, on the ground of race, color, or national origin, be excluded from participation in, be denied its benefits of, or be otherwise subjected to discrimination under this plan.

5. This agency will keep such records and afford such access thereto as the State Department of Education may find necessary to assure the correctness of reports.

Signature: _____
Superintendent of Schools or Agency
Director (for Non-Profit Agencies)

LOCAL APPLICATION AND PROJECT REPORT FORM ADULT EDUCATION PROGRAM under Section 304, P.L. 91-230	An answer is required for each item on this form.	FORM APPROVED: O.M.B.
	THIS REPORT IS FOR ☐ A proposed project ☐ An actual project	Project Director
SECTION A. (Read the Instructions before completing this report)	FISCAL YEAR ENDING June 30, 19__	STATE PROJECT NO.

1. NAME (Identify if state agency, regional or local agency organization, or institution that will administer the project) | TELEPHONE (Area Code, Number, Ext.)

ADDRESS (Number, street, city and State)	COUNTY	ZIP CODE	CONGRESSIONAL DISTRICT(S)	STATE DISTRICT

2. TYPE OF ORGANIZATION:
(1) ☐ Local educational agency; (2) ☐ Private nonprofit agency; (3) ☐ Other (specify):

3. PROJECT DATES ☐ Initial Project ☐ Continuing Project If continuing project, give previous project number

a. Estimated total time span (years)	b. Project began	c. Proposed termination date

4. PREDOMINANT CHARACTERISTIC OF AREA SERVED (Give best estimate of the percentage distribution of persons served within each of the following areas)

a. (1) Model City Neighborhood _____% (2) Appalachia _____%

b. (1) Urban _____% (2) Suburban _____% (3) Rural _____%

5. TYPE OF GROUP (Check the box which best describes the population served by the project)

(1) ☐ English as a second language
(2) ☐ Institutionalized (correctional)
(3) ☐ Migrants
(4) ☐ Other (specify): _____

6. ENROLLMENT

Instructional Level (a)	Total Enrollment New (b)	Continuing (c)	Total (b+c)
(1) Beginning Level (Grades 1-4)			
(2) Intermediate (Grades 5-8)			
(3) Advanced (Grades 9-12)			
(4) Total			

7. LOCATION OF CLASSES

School Building:	Number of Participants (b)	Number of Classes Daytime (c)	Number of Classes Evening (d)
1. a. Elementary/Junior			
b. Secondary			
c. College/Junior College/ Technical Institute			
2. Learning Center			
3. Correctional Institution			
4. Hospital			
5. Work Site			
6. Other Locations			
7. TOTAL			

8. FUNDING OF PROJECT:

Funding BY SOURCE (line 5 should equal line 10 in section A.9)	Total (1)	%	Administration (2)	%	Special Projects (3)	%	Teacher Training (4)	%	Research or Demonstration (5)	%	Programs of Instruction (6)	%
1. Federal Funds Adult Education Act	$	100	$		$		$		$		$	
2. State Funds		100										
3. Local Funds		100										
4. Other Funds		100										
5. Total Expenditures - All Sources	$	100	$		$		$		$		$	

9. EXPENDITURES BY LINE ITEM

EXPENDITURE BY LINE ITEM (Line 10 should equal Line 5 in Section A.8)	TOTAL (1)	ADMINISTRATION (2)	SPECIAL PROJECTS (3)	TEACHER TRAINING (4)	RESEARCH OR DEMONSTRATION (5)	PROGRAMS OF INSTRUCTION (6)
1. Personal Services	$	$	$	$	$	$
A. Professional (No.)						
B. Nonprofessional (No.)						
C. Employee Benefits						
D. Consultants (No.)						
2. Conferences and Workshops						
3. Travel						
4. Equipment						
5. Rental of Space						
6. Instructional Supplies						
7. Printing, Communications, and Expendable Supplies						
8. Other Expenditures (Specify)						
9. Indirect Cost						
10. TOTAL	$	$	$	$	$	$

10. EXPENDITURES FOR INSTRUCTIONAL MATERIALS BY SOURCE

EXPENDITURES BY SOURCE (Line 3 should equal Line 6, Section A.9) (1)	Total (2)	Printed and Published		Audio-visual		Other Instructional Equipment (7)
		Books (3)	Other (4)	Materials (5)	Equipment (6)	
1. Federal Funds Adult Education Act	$	$	$	$	$	$
2. State or Local Funds						
3. TOTAL EXPENDITURES-ALL SOURCES (Line 1 plus Line 2)	$	$	$	$	$	$

11. PROJECT PERSONNEL

Number of Staff Positions	Total	Administrator	Teachers	Counselors	Para-Professionals	Volunteers	Others
A. Full time							
B. Part time							
C. TOTAL (in full-time equivalent)							

12. NUMBER OF PARTICIPANTS BY RACE, SELECTED ETHNIC GROUPS, AGE AND SEX

For each of the three program priorities (i.e., grades 1-4, grades 5-8, grades 9-12), identify the number or participants to be served by the project by sex, age, and ethnic background.

Part A - First Priority - Grades 1 through 4

	American Indian		Negro/ Black		Oriental		Spanish				Portugese		Other Individuals not included in Cols. (b thru m)		TOTAL
							Puerto Rican		Other Spanish						
Age (a)	Male (b)	Female (c)	Male (d)	Female (e)	Male (f)	Female (g)	Male (h)	Female (i)	Male (j)	Female (k)	Male (l)	Female (m)	Male (n)	Female (o)	(p)
1. 16-24															
2. 25-34															
3. 35-44															
4. 44-54															
5. 55-64															
6. 65 plus															
7. TOTAL															

Part B - Second Priority - Grades 5 through 8

	American Indian		Negro/ Black		Oriental		Spanish				Portugese		Other Individuals not included in Cols. (b thru m)		TOTAL
							Puerto Rican		Other Spanish						
Age (a)	Male (b)	Female (c)	Male (d)	Female (e)	Male (f)	Female (g)	Male (h)	Female (i)	Male (j)	Female (k)	Male (l)	Female (m)	Male (n)	Female (o)	(p)
1. 16-24															
2. 25-34															
3. 35-44															
4. 44-54															
5. 55-64															
6. 65 plus															
7. TOTAL															

Part C - Third Priority - Grades 9 through 12

	American Indian		Negro/ Black		Oriental		Spanish				Portugese		Other individuals not included in Cols. (b thru m)		TOTAL
							Puerto Rican		Other Spanish						
Age (a)	Male (b)	Female (c)	Male (d)	Female (e)	Male (f)	Female (g)	Male (h)	Female (i)	Male (j)	Female (k)	Male (l)	Female (m)	Male (n)	Female (o)	(p)
1. 16-24															
2. 25-34															
3. 35-44															
4. 44-54															
5. 55-64															
6. 65 plus															
7. TOTAL															

SECTION B - DESCRIPTION OF PROJECT

Complete this section of form for ONLY the "Proposed" project application.

The narrative description should provide all information essential to understand the general dimensions of the project. It should describe the project in sufficient detail to enable the reviewers to know what is planned at every stage and to make a tentative judgment as to the probable success of the proposed effort. The application should demonstrate (1) that the project is soundly designed and has educational significance, (2) that the applicant will utilize competent and adequate personnel, both professional and administrative, (3) that the applicant has and will make available adequate facilities to insure successful operation of the proposed project, and (4) that there will be effective administration and supervision of the project to assure efficient and economical operation. The description should:

1. Include a statement which shows the contribution of this project toward attaining the goals of the long-range program, as appropriate.

2. Include a general description of the project. Describe special or unique characteristics of the project, particular areas of emphasis, and special resources required to conduct the project.

3. Describe the specific objectives of the project expressed in behavioral terms. Explain if the objectives to be served by this project are the result of or are influenced by particular economic or social conditions of the area (e.g., need for English as a second language, correctional program).

4. Describe the method of administering the project (e.g., by contract, State agency, local agency).

5. Include a map showing the geographical area served by the project, where appropriate.

6. Identify all public and private nonprofit agencies that are expected to participate in this project, by name, type of organization. Attach list.

7. Identify any plans for innovative programs or practices.

SECTION C - EVALUATION REPORT

Complete this section of form for ONLY the "Actual" report which is due at END of project.

Part A: Overview

Indicate any change in the information supplied in Sections A and B of this form at the beginning of the fiscal year. Describe accomplishment(s) and failure(s) of the project. Describe problems encountered; special experiences and observation; effectiveness of project in achieving objectives of the long-range program. Attach a copy of any materials prepared for publicity of the project, such as press releases, or brochures describing project activities. Include a copy of feature stories, news reports, and photographs.

Part B. PARTICIPANT PROGRESS AND SEPARATION DATA BY INSTRUCTIONAL LEVEL

1. NUMBER OF PARTICIPANTS

Instructional Level (a)	Number Started At Each Level (b)	Number Started At Each Level And Completed That Level (c)	Number Started At A Lower Level And Completed A Higher Level (d)	Number Separated From Each Level (e)
1. Beginning				
2. Intermediate				
3. Advanced				
4. TOTAL				

2. REASONS FOR SEPARATION (Give the number of separations)

1. To take a job (Unemployed when entered program)		8. Because of child care problems	
2. To take a better job (Employed when entered program)		9. Because of family problems	
3. To enter another training program		10. Because of time class/program is scheduled	
4. Met personal objective		11. Because of class/program termination	
5. For lack of interest		12. For other known reasons	
6. Because of health problems		13. For unknown reasons	
7. Because of transportation problems		14. TOTAL	

Part C. IMPACT DATA:

Persons Who-	Number of Persons	Persons Who-	Number of Persons
1. Are enrolled in an urban ABE Program (Community population over 100,000)		11. Enrolled in other education/training program (Employee development, college, business or technical institute, correspondence, other Federal, State or local manpower program as a result of experience in program)	
2. Are enrolled in a rural ABE Program (Community population under 2,500)			
3. Are enrolled in program who are employed			
4. Are enrolled in program who are unemployed		12. Were removed from public assistance rolls	
5. Are enrolled in program who are receiving public assistance		13. Obtained jobs as a result of experience gained in program	
6. Are on waiting lists to enter program		14. Changed to or were upgraded to a better job as a result of experience in program	
7. Achieved eighth grade diploma through program		15. Registered to vote for the first time	
8. Enrolled in high school diploma program after completing ABE Program		16. Received U.S. citizenship	
9. Passed general education development test		17. Received driver's license	
10. Graduated from high school after starting in ABE Program		18. Received training in completing income tax forms	

INSTRUCTIONS FOR PREPARING REPORT

Complete this form for each project included in the Annual Program of the State administered Adult Education Program authorized by Section 304 or P.L. 91-230.

At beginning of fiscal year:

1. Complete all items under Sections A and B.

2. Submit "Proposed" Project Report before July 1 of the fiscal year during which the project will be in progress.

At end of fiscal year:

1. Indicate on "Actual" Project Report any changes in the information supplied in Section A of the "Proposed" Project Report submitted at the beginning of the fiscal year.

2. Prepare Evaluation Report required in Section C.

3. Submit "Actual" Project Report as soon as possible after the end of the project.

In completing this form, an answer must be provided for each numbered item and sub-items thereof. Use the letters "N.A." to fill in the space provided if a particular question is "not appropriate" to the project. If requested information is "not available" give your best estimate and so indicate by adding "est."